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and in each case discusses the salient points in regard to divorce. It does not attempt to give a digest of the laws, nor does it give the statistics in nearly so much detail as they are to be found in the latest report of the Bureau of the Census. The statistics are, however, more thoroughly digested.

The work is skillfully executed and is well worth reading.

LEWIS MERIAM.

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How 200 Children Live and Learn. By RUDOLPH R. REEDER.
(New York: Charities Publication Committee, 1910. \$1.25.)

This book is a most valuable contribution to what may be called the pedagogy of modern child-caring work. Dr. Reeder, who is Superintendent of the New York Orphanage at Hastings-on-the-Hudson, has had a splendid pedagogical training and considerable experience in school administration. With such an educational equipment, he was well prepared to undertake the work of setting higher standards and ideals for the profession.

The book is divided into nine chapters covering many problems of vital interest and importance in the care of children in institutions.

Dr. Reeder's ideas on the dietary and on food interests for children will not appeal to certain superintendents and trustees who measure the success of their institutions by a minimum per capita expense per child. But progressive men and women engaged in child-caring work will be grateful to the author for the concrete and definite way in which he shows the relation of an intelligent method of distributing nutritive values to weight and height averages of children who live in institutions. Dr. Reeder emphasizes the value of environment and play and, in the chapters on economic and industrial training, he shows to what extent character may be developed by the participation of the child in every phase of home industry, also what bearing such participation may have upon the future vocation of the child. The author shows that the growing child, if he is to become a useful member of our modern industrial society, must possess a wage-earning experience and must have a knowledge of economic values.

Under the heading of The School, Dr. Reeder discusses the relative merits of the public school for children as contrasted with a school directly maintained by an institution. It is but natural that he should come to the conclusion that the institution school, in the hands of an experienced pedagogue, can accomplish much more than the ordinary public school. He admits, however, that "probably not more than *one* institution (school) in fifty really makes . . . any attempt whatever to adjust its curriculum to the particular needs of its wards," and further "for this reason it would probably be better for the forty-nine [institutions] to send their children to the public schools."

In chapter 6 the author discusses under the heading of Punishment the theory of corporal punishment and that of deprivation, pleading for a less lachrimose attitude towards the "epidermis which covers the body," and pleading more particularly for healthy activity as one of the preventives for punishment.

In the chapter on Moral Training Dr. Reeder justly lays great stress on the direct and concrete method of building moral concepts, such as grow out of daily human action and relations, in contradistinction to the purely abstract method of moral teaching. The author alludes also to the value of a healthy public opinion, and, in chapter 8, under the heading of Motivation and Personal Touch, he brings out in an interesting manner the significance of a proper *esprit de corps* as a social force, particularly in the moral uplift of a child.

In his final chapter on Religious Instruction and Training the author frankly and boldly points out the uselessness of teaching children to memorize psalms and chapters mechanically, and to mumble prayers which carry no meaning to the child mind.

The Supplement contains a diary of a day prepared by twenty-five children, representing boys and girls of different ages, in the form of a composition on the subject "How I Spent Last Saturday." It clearly shows the range of occupation and recreation and is an exceedingly interesting document.

There is only one important chapter missing, a chapter in which the author should show us clearly what has become of the children who have been discharged from the institution to take their place in the world at large. The magnificent equipment, scholastic, industrial and economic, which Dr. Reeder is giving his children,

should result in careers considerably above the average. Men and women engaged in child-caring work would be grateful to the author for a supplementary chapter on this all-important subject.

It is quite clear that the modern orphan asylum, far from being the medieval pauper boarding school, is primarily and essentially an educational institution which must be conducted along the highest lines of educational thought and philosophy. Sociologists may worry and quarrel about the best method of disposing of dependent children, but once the child reaches the gate of the modern orphan asylum, it ought then to be entirely and exclusively in the hands of pedagogical experts.

Dr. Reeder deserves the thanks of the profession for the numerous helpful suggestions and ideas, for the brilliant exposition all through his volume of the successful practical application of the theory of educational correlation, and above all, for the high ideals and standards that he has set for his own institution and for the American orphanages in general.

LUDWIG B. BERNSTEIN.

New York City.

The Health of the City. By HOLLIS GODFREY. (Boston and New York: Houghton, Mifflin and Company. 1910, Pp. xvi, 372. \$1.25).

This book will be read with much appreciation by those who are interested in problems of city health. In ten descriptive chapters, eight of which have in substance appeared in the *Atlantic Monthly*, Mr. Godfrey, who is head of the department of science in the Practical Arts High School of Boston, has addressed himself to the consideration of problems which are now engrossing a large share of popular and scientific attention. His aim, as stated in the words of the preface, has been "to record in non-technical English what is known of the harm or harmlessness to the people of the city of such every-day affairs as air, water, wastes, food, housing, and noise, to give some account of certain civic conditions which are working evil and to tell of some of the organized movements which are striving for the welfare of the people of the crowded streets." Most of all, the author has tried "to show